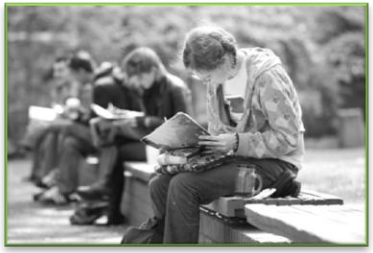
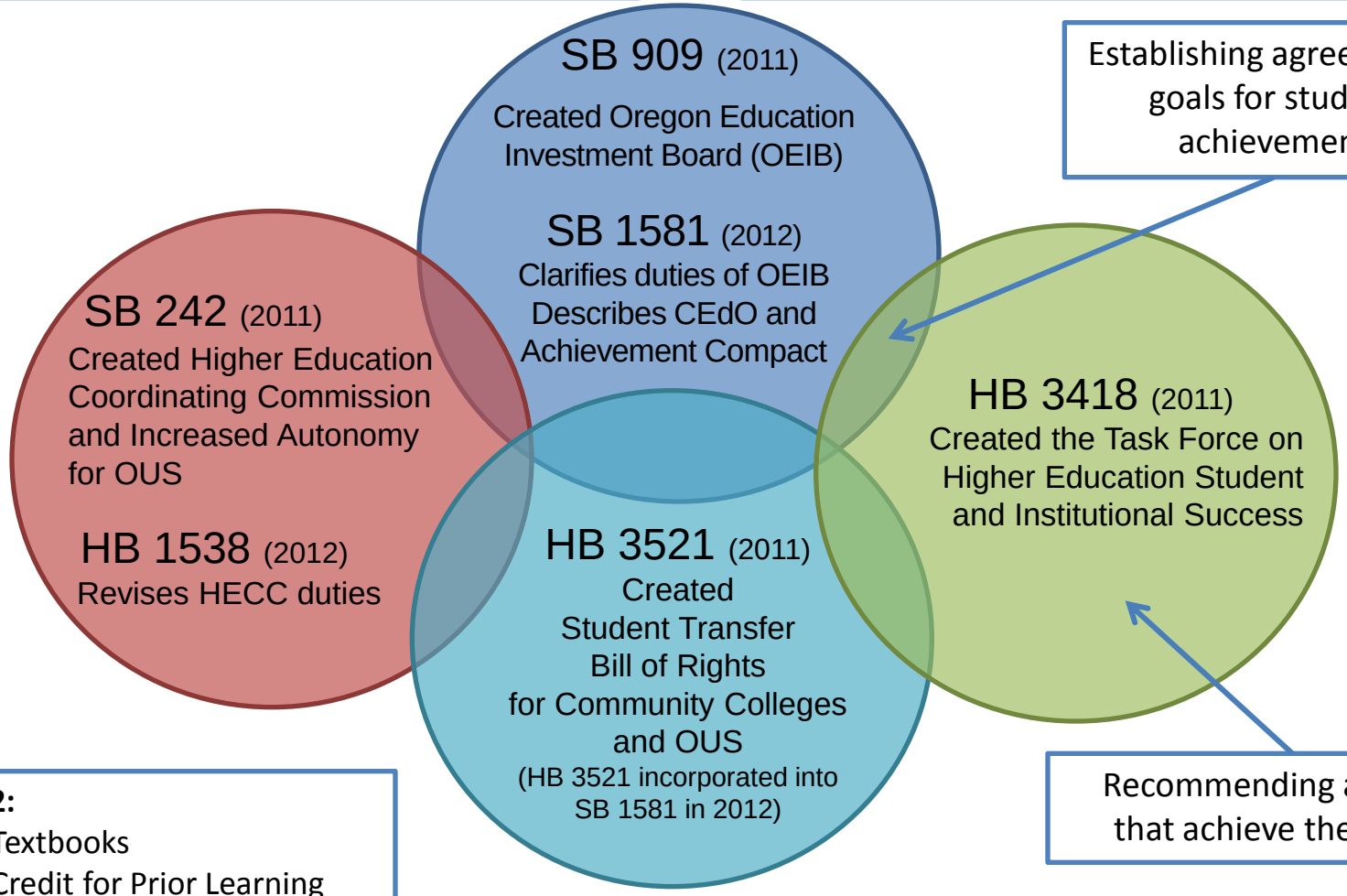
TASK FORCE ON HIGHER EDUCATION
STUDENT AND INSTITUTIONAL SUCCESS
(HB 3418)

Presentation for the Regional Meetings Fall 2012



Legislative Context

SB 253: 40-40-20 Goal (2011)



Establishing agreed upon goals for student achievement

Recommending actions that achieve the goals

Also in 2012:
HB 4058 – Textbooks
HB 4059 – Credit for Prior Learning
HB 4061 – Higher Ed Governance

HB 3418: The Task Force Charge

The Task Force shall, for higher education students and institutions in this state:

(a) Examine best practices and models for accomplishing student and institutional success, as such success is measured by achievement of the mission of higher education set forth in ORS 351.009 and the policy for community colleges set forth in ORS 341.009;

(b) Consider institutional and statutory barriers to student success and completion of programs;

(c) Examine methods for students to acquire basic skills and career preparation skills;

(d) Review alternative funding options for providing necessary services to students and promoting best practices for student success and completion; and

(e) Compare alternative funding options instituted in other states for improving student and institutional success.

Task Force Members

Governor appointees

Ed Dodson, Chemeketa Community College Board of Directors, retired teacher and administrator. Co-chair

Jim Francesconi, State Board of Higher Education member since 2007 and attorney with the law firm of Haglund, Kelley, Horngren, Jones, & Wilder LLP. Co-chair

Jackie Altamirano, Mount Hood Community College student, President of the Associated Students of MHCC

June Chrisman, Human Relations Director, Providence

Ben Eckstein, University of Oregon student, President of Student Government 2011-12, former Commissioner, Oregon Student Assistance Commission

Jon Eldridge, Vice president for student affairs, Southern Oregon University

Betty Fung, Oregon Institute of Technology student

Beth Gerot, Co-Owner, Woodruff Nursery and Landscapes

Dr. Connie Green , President, Tillamook Bay Community College

Task Force Members

Dr. G.L A. Harris, Associate professor, College of Urban & Public Affairs, Portland State University

Juliet Long, Instructor and department head, Computer Technology, Rogue Community College

Dr. Rosemary Powers, Professor of Sociology, College of Arts & Sciences, Eastern Oregon University

Dr. Ed Ray, President, Oregon State University

Legislative appointees

Sen. Mark Hass (D-Tigard)

Sen. David Nelson (R-Pendleton)

Rep. Michael Dembrow (D-Portland)

Rep. Mark Johnson (R-Hood River)

Why is this Important?

- The Task Force recommendations link to the achievement compacts for high schools, community colleges and universities
- The recommendations will help achieve Oregon's 40-40-20 goal more cost effectively
- Some recommendations will require funding

What are the Barriers to Success?

Fundamental Financial Barriers

- Insufficient funding means fewer institutional services for students (classes, advising, etc.)
- Insufficient funding makes post-secondary education less affordable and increases student debt

What are the Barriers to Success?

Programmatic barriers:

1. Inadequate post-secondary preparation
2. Insufficient support for underrepresented communities
3. Insufficient numbers of full time faculty
4. Limited support services such as advising and tutoring
5. Poor management of transitions between education institutions
6. Insufficient support for Career & Technical Education programs

There are no silver bullets to overcome the Barriers

High Impact Strategies to address the barriers need to go from start to finish.

- Pre-Matriculation Success – K-12 partnerships
- Planning for Success – assessments, placements, orientation, goal setting
- Initiating Success – first year experiences, creating learning communities
- Sustaining Success – class attendance, alerts and interventions, experiential learning, tutoring
- Academic/Classroom Success – first year seminars, collaborative assignments and projects

Addressing the Financial Barriers

1. Fund the 2013-15 budget proposals aimed at student success:

   Community Colleges and Workforce Development

   Oregon Student Access Commission

   Oregon University System

These budget requests address many of the programmatic barriers identified by the Task Force

Addressing the Financial Barriers

2. We need to answer critical questions about state funded need-based financial aid:

- How do we consider college readiness for students who are financially needy?
- How does the Oregon Opportunity Grant (OOG) influence student success and completion?
- Can we make OOG both adequate and predictable?
- How does OOG fit with institutional financial aid?
- Does adding new institutions influence completion rates for OOG recipients?

Addressing the Financial Barriers

3. Campus based actions to address affordability

The high cost of attendance not only prevents potential students from attending in the first place, it also causes more students to attend part time, stop out in the course of their education and accumulate a level of debt that may result in other long term financial difficulties.

A Solution that works: PathwayOregon, University of Oregon. Pell Grant recipients who meet program requirements have their tuition and fees covered and they receive advising and other support services.

Addressing the Programmatic Barriers

Barrier 1: Poor management of transitions

High schools, community colleges and four-year universities need to work together to ensure that transitions are clear and that credits are transferred to the maximum benefit of students. Efforts to improve transitions also need to address students seeking to move from un-employment or under-employment.

A Solution that works: Eastern Promise, Eastern Oregon University, Blue Mountain & Treasure Valley Community Colleges and the intermountain Education Service District (ESD). This initiative will improve and expand educational access in rural eastern Oregon, providing dual credit and credit for proficiency.

Steps to address the Programmatic Barriers

Barrier 2: Insufficient support for underrepresented communities

Underrepresented communities in post-secondary education institutions lack a community of learning that identifies with their unique cultures, background and needs. "Underrepresented" can include race, ethnicity, age, income, gender, disability and locational issues.

A Solution that works: Diversity Commitment Scholarship, Western Oregon University. This program provides first year classes, intensive academic monitoring, and annual academic planning for more than 70 Diversity Scholars from underrepresented groups.

Steps to address the Programmatic Barriers

Barrier 3: Insufficient number of full-time faculty

Limited full-time faculty resources result in fewer course offerings, unmanageable class sizes, increasing faculty loads, and dwindling course support. Limitations on faculty also reduce opportunities for effective advising, mentoring and career guidance.

A solution that works: Provost's Hiring Initiative, Oregon State University. In 2010 OSU embarked on a process to recruit and hire 90 new full-time tenure track faculty across multiple disciplines. The new hires will fill lost faculty positions over the last decade due to budget constraints.

Steps to address the Programmatic Barriers

Barrier 4: Limited support services (advising, tutoring)

Students who lack academic advice, mentorship and career guidance are more likely to have a difficult time navigating among careers, majors, and classes within institutions. They also face even steeper challenges when navigating the transitions between high schools, community colleges and four year universities.

A solution that works: Student Success Center, Oregon Institute of Technology. Aided by an early alert program, this program provides peer tutors for math, writing, science, engineering and computer science classes.

Steps to address the Programmatic Barriers

Barrier 5: Insufficient support for Career/technical education (CTE)

CTE programs address the needs of employers and communities and reach into non-traditional student populations.

A solution that works: Career and Technical Education Center, Chemeketa Community College. Career navigation tools, peer tutoring, and support services are provided to students along with CTE information, referral and job development services.

Steps to address the Programmatic Barriers

Barrier 6: Inadequate postsecondary preparation

Students who enter community colleges and universities without the necessary educational base and learning habits are least likely to succeed. And those who are not exposed to the potential of a postsecondary education while in middle school or high school may never expand their horizons beyond a high school diploma.

A solution that works: High School Partnerships, Portland Community College PCC. This program involves more than 30 collaborative efforts with high schools to provide dual credit and college preparation/transition programs.

Preliminary Recommendations

- Replicate and adapt effective practices within base budgets.
- Fund programmatic elements in 2013-15.
- Using the long term impact of achievement compacts, turn best practices into standard practices at institutions.
- Fund research in order to answer critical questions about how Oregon Opportunity Grants can help leverage completion rates.

Questions for Discussion

- Have we adequately identified the major barriers to student success from K-12 to post-secondary education?
- Have we adequately identified strategies that help remove those barriers?
- How do we encourage making “best practices” into “standard practices” from high school through community colleges and universities?